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ABSTRACT

During the 1982-83 school year, the Huntington Beach City School District in southern California offered an experimental full-day instructional program for 60 kindergarten students. Instructional time in two experimental full-day classrooms was increased from 180 to 270 minutes. This study examines the processes and outcomes of the full-day programs and contrasts them with those of traditional classrooms at two other district schools. Program dimensions studied included acquisition of skills and knowledge in reading, mathematics, and social and environmental science; allocated and engaged learning time; incidence of fatigue; classroom organizational patterns; teacher expectations; and attitudes of students, parents, and teachers toward the program. Findings provided evidence that the extended-day program gives 5-year-olds a measurable advantage in acquisition of skills and knowledge; enhances self-confidence, independence, and cooperation; and illustrates to the community the district administration's intention to strengthen the elementary school curriculum. In addition, it was suggested that the full-day program potentially can increase enrollment by encouraging the return to district schools of children enrolled in private full-day kindergartens, thus accommodating the needs of working mothers. (RH)

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INCREASING SCHOOL EFFECTIVENESS:

THE FULL-DAY KINDERGARTEN

Eleanor Anderson

May, 1983

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Prepared for the Annual Meeting of the American Educational Research Association
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TABLE OF CONTENTS

Executive Summary 1

Study Procedures 2

- Selection of Project Students 2
- Selection of Comparison Class Students 2
- Classroom Characteristics 3
- Data Collection 3

Findings 5

- Allocated Time 5
- Engaged Learning Time 6
- Fatigue 8
- Student Achievement 9
- Other Program Outcomes 13
- Factors Influencing Student Growth 15
- Parent Attitudes 16
- Teacher Attitudes 20
- Program Costs 22

Conclusions and Implications 22

References 26

Appendix 27

ORANGE COUNTY DEPARTMENT OF EDUCATION
Center For Program Development, Research, and Evaluation

EXECUTIVE SUMMARY

During the 1982-83 school year the Huntington Beach City School District in southern California offered an experimental full-day instructional program for kindergarten students at Kettler and Moffett Elementary Schools. Kindergarten classes in the district have typically provided 180 minutes of instruction daily. In order to afford children a more comprehensive, less hurried program, instructional time in the two experimental full-day classrooms was increased to 270 minutes. To insure that this extended school day was appropriate for very young children, the district's Board of Trustees requested the Orange County Department of Education's Center for Program Development, Research, and Evaluation to conduct a study of the effects of the pilot program on sixty children enrolled in full-day kindergarten classes at Kettler and Moffett Schools.

The study examines the processes and outcomes of the programs, and contrasts them with those of traditional classrooms at two other district schools. Program dimensions studied include acquisition of skills and knowledge in reading, mathematics, social and environmental science; allocated and engaged learning time; incidence of fatigue; classroom organizational patterns; teacher expectations; and attitudes of students, parents, and teachers toward the program.

The research findings provide clear evidence that the extended-day program gives five-year-olds a measureable

advantage in acquisition of skills and knowledge; enhances self-confidence, independence and cooperation; and provides convincing evidence to the community of the district administration's serious intent to strengthen the elementary school curriculum. In addition, the full-day program can potentially increase enrollment by encouraging the return to district schools of children enrolled in private full-day kindergartens to accommodate the needs of working mothers.

STUDY PROCEDURES

Selection of Project Students

Student selection criteria for the extended-day kindergarten programs differed at the two project schools. At Kettler, parents of the most mature entering kindergarteners (as identified by scores on developmental tests) were invited to enroll their children in the full-day program. In contrast, at Moffett students were selected by the principal on a more or less random basis, with the constraint that no children under five years of age were eligible. About thirty youngsters were enrolled in each of the two pilot programs. Class enrollment remained very stable throughout the year, with few additions or withdrawals. English was the primary language of all children in project classrooms.

Selection of Comparison Group Students

Comparison classrooms were selected at Smith and Burke Schools in order to contrast the processes and outcomes of extended-day classes with those of the district's traditional 180-minute kindergarten classes. Comparison classrooms were matched to project classrooms as closely as possible on the following criteria: age, socioeconomic status, entry-level scores on the Kindergarten Skills Assessment, and boy/girl ratio. Enrollment in these two classes also remained quite stable throughout the year, and all of the children were fluent English speakers.

Classroom Characteristics

Neither of the full-day kindergarten classes had aides. Both teachers, however, recruited mother volunteers who helped on a regular or on-call basis. In contrast, both of the comparison classes had paid aides for at least part of the day, and these teachers also recruited mother volunteers to assist in their classrooms.

Teaching responsibilities were shared in both comparison classrooms with a second kindergarten teacher for at least one hour of each three-hour session. Morning and afternoon kindergarten teachers "overlapped," assisting each other for part of each session, and also reducing the pupil/teacher ratio for a portion of the day. In addition, one comparison school conducted a "staggered" program, which permitted a further reduction in the ratio of children to adults.

Both comparison classes and one of the full-day classes were conducted in large double-size rooms which provided adequate space for all indoor activities. The second full-day kindergarten was less advantageously situated in a standard size classroom, although additional space was available in a nearby room when needed.

Data Collection

In order to demonstrate the effects of lengthening the school day for kindergarten children, the following program processes and outcomes were examined:

- The amount of time allocated by project and comparison teachers for instruction in reading (or pre-reading), language, mathematics, science and social studies, as well as for other routine classroom activities, was determined. Teachers' class schedules were the source of this information.

- The amount of time students were actually engaged in learning activities in reading, language and mathematics was determined through the use of a classroom observation system which systematically sampled student behavior at ten-second intervals over extended time periods.

- The presence/absence of fatigue was determined by careful observation of students under a variety of circumstances.

- The year-end gains of project and comparison students in reading, mathematics, social studies, and science were assessed using the Stanford Early School Achievement Test, a standardized measure of achievement.

- Attitudes of project and comparison students' parents regarding their children's kindergarten experiences were solicited through the use of a questionnaire.

- Attitudes and opinions of project and comparison teachers regarding the extended-day kindergarten program were gathered in informal interviews.

- The incremental costs of operating the extended-day kindergarten program were determined.

FINDINGS

The findings of this study are presented as a series of questions and answers addressing important issues related to the pilot project's processes and outcomes. Project classes are contrasted with comparison classes to highlight differences between the full-day and traditional kindergarten programs.

Allocated Time

> How did the allocation of time to the curricular areas (reading, language, mathematics, science, and social studies) and to other classroom functions differ in extended and comparison classes?

Table 1 represents the number of minutes allocated in teachers' plans to each of the curricular areas. The two project teachers planned similar time allocations for their classes, as did the two comparison teachers. The figures in Table 1 represent averages for the two teachers in each group.

Table 1

AVERAGE DAILY TIME ALLOCATION (IN MINUTES)
FOR EXTENDED AND COMPARISON CLASSES

Subject/Activity	Extended-Day Classrooms	Comparison Classrooms
Reading/Language	90	40
Mathematics	30	23
Science/Social Science	17	06
Music/Art	30	16
P.E./Psychomotor	20	18
Indoor Activities	20	20
Opening/Closing/Sharing	15	12
Rest/Story	25	28
Recess	23	17
Total Allocated Minutes	270	180

A significantly greater number of minutes was scheduled in the extended classes for reading, mathematics, science, social studies, music and art than was the case in comparison classes. Similar amounts of time were allotted by pilot project and comparison teachers to physical education, indoor free choice activities, opening and closing routines, sharing, stories, rest and recess. It is important to point out that these numbers represent planned time only. In practice, the need for flexibility caused many deviations from the schedule to occur.

Engaged Learning Time

> How did student engaged learning time (time on task) differ in extended and comparison classes?

Recent research demonstrates that engaged learning time is directly related to student achievement (Denham, 1978). To determine the amount of engaged time, project and comparison class students were observed on three separate occasions for varying periods of time. At least one observation for each class extended over the entire school day. Behavior of a random sample of students in each class was observed and coded at ten-second intervals, and the percent of student engaged learning time calculated during instruction in reading, language, and mathematics for each of the four classes. (A copy of the Classroom Observation Instrument is included in the appendix of this report.) Averages were derived for the two pilot project classes and for the two comparison classes. Table 2 shows the percent of student engaged learning time for the two groups of children.

Table 2

AVERAGE PERCENT OF STUDENT ENGAGED LEARNING TIME FOR EXTENDED AND COMPARISON CLASSES

Subject	Extended-day Classrooms	Comparison Classrooms
Reading/Language	70%	64%
Mathematics	84%	84%

When the percentages of engaged time in Table 2 are applied to the allocated times for reading, language and mathematics in Table 1, the average number of engaged minutes per student in these curricular areas can be calculated. Table 3 shows (1) the number of minutes allocated to reading/language and mathematics, (2) the percent of student engaged time for these subjects, and (3) the average number of actual student engaged minutes in reading/language and mathematics for project and comparison students.

Table 3

AVERAGE DAILY ALLOCATED TIME, PERCENT OF ON-TASK BEHAVIOR AND ENGAGED TIME FOR EXTENDED AND COMPARISON STUDENTS

Subject	Extended-day Classrooms			Comparison Classrooms		
	Allocated Minutes	% On-Task	Engaged Minutes	Allocated Minutes	% On-Task	Engaged Minutes
Reading/ Language	90	70%	63	40	64%	26
Math	30	84%	25	23	84%	19

Engaged time in reading/language in project classrooms is two and one-half times greater than in comparison classes, and in mathematics engaged time is about fifty percent greater in project classes than in comparison classes.

Fatigue

Did excessive fatigue occur in extended-day classrooms?

There was no evidence that extended-day children suffered from excessive fatigue during the afternoon portion of the extended-day kindergartens. Instruction in reading, language and mathematics usually occurred in the morning, leaving art, drama, social studies, "choosing" activities, and physical education for the afternoon. Parents were asked in a year-end questionnaire if their kindergarten child seemed to be excessively tired. One comparison class (afternoon session) parent reported that fatigue was a problem for her youngster, and three parents in one of the extended-day classes noted that their children appeared tired at the beginning of the school year, but that this was short-lived and was no longer a problem. It is reasonable to conclude, therefore, that fatigue was not a significant factor for children in either the project or comparison classrooms.

Student Achievement

Did learning outcomes differ in extended-day and comparison classes?

Student Achievement

The Stanford Early School Achievement Test (SESAT), Level 2, was used to measure year-end scholastic achievement of project and comparison children. The SESAT is a norm-referenced test, standardized on a sample of over ten thousand children chosen to represent the national population in terms of size and type of school system, geographic region, socioeconomic status, and public vs nonpublic school affiliation. The test's reliability and validity have been established in the norming process. The SESAT measures student skills, knowledge, and understanding in mathematics, reading, social studies and science. Table 4 displays the test content and the number of test items for each subtest.

TABLE 4

TEST CONTENT AND NUMBER OF SUBTEST ITEMS
STANFORD EARLY SCHOOL ACHIEVEMENT TEST, LEVEL 2

Subtest	Number of Test Items
1. MATHEMATICS	
Concepts of Number	18
Problem Solving	8
Geometry/Measurement	6
Addition/Subtraction Facts	6
2. SOUNDS AND LETTERS	
Auditory Perception	20
Symbol Perception	25
3. WORD READING	38
4. SENTENCE READING	30
TOTAL READING (2+3+4)	(113)
5. LISTENING	
Vocabulary	15
Comprehension	30
6. ENVIRONMENT	
Social Environment	20
Natural Environment	20

The SESAT was administered to children in project and comparison classrooms during the second week of May. Table 5 shows the test results for children in each of the extended-day and comparison classrooms.

Table 5

AVERAGE RAW SCORES AND GRADE EQUIVALENT SCORES
FOR PROJECT AND COMPARISON CLASSES

		MATHEMATICS (38)	SOUNDS & LETTERS (45)	WORD READING (38)	SENTENCE READING (30)	TOTAL READING (113)	LISTENING (45)	ENVIRONMENT (40)
PROJECT CLASS A (n=31)	RS	36	44	36	27	107	43	38
	GE	3.4	2.2	2.2	2.0	2.1	4.0	3.4
PROJECT CLASS B (n=28)	RS	35	42	32	16	90	37	35
	GE	2.8	1.7	1.6	1.2	1.5	1.7	1.9
COMPARISON CLASS A (n=27)	RS	34	40	24	12	76	31	33
	GE	2.5	1.5	1.2	1.0	1.2	K.7	1.4
COMPARISON CLASS B (n=25)	RS	29	38	25	15	76	35	33
	GE	1.4	1.3	1.2	1.2	1.2	1.3	1.4

RS=Raw Score
GE=Grade Equivalent Score

The raw scores displayed in Table 5 represent the average number of items correct on each subtest for children in project and comparison classes. The grade equivalent scores represent the average performance of students tested in a given month. The number to the left of the decimal point refers to the

grade for which the score is typical, and the number to the right of the decimal point represents one tenth of the school year, or one school month. Although grade equivalents are helpful in comparing students with a national sample across grades, they are frequently misinterpreted. If kindergarten students obtain a grade equivalent of 3.4 on a math test designed for kindergarteners, for example, this does not mean that the students have mastered math at the mid-third grade level. The grade equivalent score of 3.4 simply means that the students' score is about the same as the typical score of average third graders, had they taken the kindergarten test in the fourth month of the school year.

Some interesting observations can be made based on the scores in Table 5.

1. The average expected grade equivalent score for kindergarten students in May, based on national norms, is K.9, representing nine months of kindergarten instruction. All four project and comparison classes exceeded expectations in each curricular area, with the single exception of one comparison cell (comparison class A: Listening). It is worth noting also that significant numbers of students, mostly in extended classes, earned the maximum possible raw score on various subtests and would have scored even higher had the test contained more difficult items. A strong

endorsement can therefore be given to teaching/learning programs and processes in all four project and comparison classrooms.

2. Children in the two comparison classes achieved very similar learning outcomes, on the average, with two exceptions: comparison class A significantly exceeded comparison class B on the mathematics subtest, and the reverse situation occurred on the Listening subtest (vocabulary and comprehension) where comparison class B significantly outscored comparison class A. The fact that these two classes' average Total Reading scores were identical suggests that the two groups of children were similar in terms of "teachability," and that therefore an exchange of information about teaching strategies used in math and listening skills in the two classrooms may be useful.

3. Project classrooms A and B scored very differently from each other. This outcome was entirely predictable due to the different student selection criteria used for the two extended-day programs. The children in project class A were selected on the basis of preliminary assessments of verbal skill and self assurance, while children in project class B were selected randomly from the pool of entering kindergarteners,

and consequently included children at widely varying levels of readiness. Even this randomly selected group however surpassed comparison class children on all subtests except Sentence Reading, where it was equaled by comparison class B.

Examination of the test score data in Table 5 above leads to the conclusion that children in extended-day classes achieved significantly better on the average than children in comparison classes in terms of their skills, knowledge, and understanding in reading, mathematics, social studies, and science. It can also be concluded that student selection criteria are an important consideration in future decisions related to expansion of the extended-day program.

Other Program Outcomes

Were other program outcomes observed?

Clearly, academic achievement is not the only intended outcome of the kindergarten programs. The district's Curriculum Scope and Sequence for kindergarten includes development of psychomotor skills through play and structured physical activities. Similar amounts of time were allocated for psychomotor activities by all four project and comparison teachers. Differences in students' psychomotor skills (if any) existing

at year-end (not measured for the purpose of this study) would have been due to differences in developmental levels of children, or to the use of alternative teaching strategies, and not to differences in program time allocation resulting from the extended-day program.

Experience in the fine arts is also an element of the district's curriculum plan for kindergarteners, including fostering of creativity, experience with various art media and techniques, participation in singing, rhythm and movement activities, and appreciation for the artistic expressions of others. While almost twice as much time was allocated for fine arts activities in extended classes as in comparison classes, in practice there appeared to be few differences among the four groups in the time actually spent on these activities.

The psychosocial development of children is also an essential component of the kindergarten experience. In a survey of parents' attitudes toward their child's kindergarten experience, 68% of project parents and 74% of comparison group parents stated that learning how to get along with others, and learning how to control and express feelings in positive ways were the most important functions of kindergarten. The four teachers involved in this study were, above all, concerned with their students' psychosocial processes and each fostered the development of self-esteem in many ways. At no time during the classroom observations required for this study was there any evidence

of undue pressure on a child, or of teacher expectations that were unreasonably high and therefore likely to result in emotional distress for children. It is of course not possible to know precisely how the extended-day kindergarten experience affected the development of each child's self-concept, but it was apparent that all four classes provided a healthy psychological environment, and that the two extended day classes provided, in addition, the excitement and satisfaction that comes with challenge.

Factors Influencing Student Growth

> Did factors other than the extended instructional time influence student growth?

Clearly, extending instructional time in project classrooms accounts for some of the differences in student outcomes in project and comparison group children. We have also touched on other factors that powerfully influenced student test scores--grouping policies that selected students on the basis of social maturity and verbal skills clearly produced different student effects than policies based on random selection.

Other factors not measured in this study also influenced student outcomes to an unknown but probably significant extent. First, differences in teacher expectations were readily apparent and undoubtedly had considerable impact on student outcomes.

Secondly, classroom management styles differed greatly. The two comparison class teachers had assistance from overlap teachers. The presence of additional professional adults in these classrooms permitted children to be under direct adult supervision and in smaller groups for a greater portion of class time. Lacking overlap teachers (and paid aides) extended-day teachers necessarily organized their classes to operate more independently. Whether the additional independence that developed influenced academic achievement positively or negatively is unknown and probably depends on the characteristics of individual children.

Third, the quality and amount of assistance provided by other adults in the classroom environment (paid aides, mother-volunteers) undoubtedly varied and influenced student outcomes in unmeasurable ways, as did parent expectations related to student achievement. It is important to be aware that while time was the principal factor under consideration in this study, all of these other factors also help to explain differences in student outcomes.

Parent Attitudes

> What were the attitudes of parents toward the extended-day program?

Parents of both project and comparison class children were asked to respond to a questionnaire that sampled their

attitudes and opinions about various dimensions of their child's kindergarten experience. Parents of 51 extended-day children and 39 comparison group children responded to the questionnaire (see Appendix). Table 6 summarizes parent responses relative to four important dimensions of child growth in kindergarten.

Table 6

SUMMARY OF PARENT ATTITUDES RELATED TO STUDENT GROWTH IN EXTENDED AND COMPARISON CLASSES

DIMENSIONS OF STUDENT GROWTH		A Great Deal of Growth(%)	Moderate Growth(%)	No Growth(%)
SELF CONFIDENCE	Extended-day (n=51)	69	25	06
	Comparison (n=39)	49	44	08
INDEPENDENCE	Extended-day	69	27	04
	Comparison	44	44	13
ABILITY TO WORK/PLAY WITH OTHERS	Extended-day	80	18	02
	Comparison	56	28	13
ACADEMIC LEARNING	Extended-day	96	04	00
	Comparison	74	26	00

Parents of extended-day children expressed the belief that a great deal of change occurred in their children more frequently than did parents of comparison class children. These parent attitudes can be viewed not only as statements of perceived change in their children, but also as expres-

sions of relative satisfaction with their child's kindergarten program, since student change on these dimensions is generally considered to constitute a large portion of the intended "product" of kindergarten experience.

Parents were asked, "If you had a choice, which of the following kinds of kindergarten programs would you prefer for your youngster?" Table 7 summarizes parent preferences.

Table 7

SUMMARY OF PARENT PREFERENCE
FOR VARIOUS KINDERGARTEN PROGRAMS

TYPE OF KINDERGARTEN PROGRAM	Extended-day Parents (n=51)	Comparison Parents (n=36)
Half-day program in neighborhood school	00	16
Half-day program in private school	00	02
Full-day program in neighborhood school	50	13
Full-day program in private school	01	05

All parents of children in the extended-day program strongly supported it. They cited the following factors in behalf of the full-day kindergarten program in their neighborhood school:

- Many children have been in preschool for one or more years and are ready for a full-day program.
- The extended time permits a more rigorous academic program.

- The added time encourages greater social development.
- There is time for more in-depth study in science and social studies.
- The extra time allows for more reinforcement of what is taught.
- Stronger preparation at an age when children are eager to learn provides a better foundation for future years.
- The need for after-school child care is reduced for employed mothers.
- The transition to first grade may be made more easily by children who have an extended kindergarten experience.
- Self-esteem is enhanced by successfully meeting challenges.
- Children benefit from the added emphasis on productivity and responsibility.
- Children can walk to and from school with neighborhood children in other grades.
- Children are bored when they are not in school.

Parents who responded in favor of a half-day program in their neighborhood school all had children presently enrolled in half-day classes. They supported their preference with the following statements:

- Five-year-olds are not all ready for a full-day program.
- Young children need more time at home for nurturing.

- Children would be too tired as a result of going to school all day.

- Half-day kindergarten allows a child to become accustomed to school gradually.

- Children benefit from unstructured time at home.

Most parents who expressed a preference for private schools (either half or full-day) did so on the basis of their desire for religious instruction in addition to academic studies, or in the belief that the pupil/teacher ratio would be reduced in a private school.

Parents of children enrolled in the two extended program classrooms were asked, "If the present full-day program were not available to you, would your child be enrolled in a full-day private program?" Parents of 18 of the 51 children answered this question affirmatively.

Teacher Attitudes

What were the attitudes of teachers toward the extended-day program?

1. Extended-day Teachers - Both teachers of extended-day classes firmly believe that the longer period of instruction was in the best interests of their kindergarten children, and that the added time facilitated better preparation of children for first

grade, than did the traditional 180-minute program. The project teachers' statements in support of the extended program are summarized here:

- There was time for less hurried, more consistently structured instruction.
- The additional time facilitated effective teaching strategies.
- Teaching in the content areas (social studies and science) was enhanced by the additional time.
- The development of independence was fostered.
- Children who had been enrolled in preschool programs for 2-3 years were already socialized to appropriate group behavior — taking turns, standing in lines, helping each other — and were ready to begin an academic learning program.
- Parents were eager for their children to have the advantages of early academic training and were very supportive of the extended-day program.
- The extended-day program may represent an opportunity to increase community esteem for public schools.
- The full-day program provides a viable strategy for keeping children of employed mothers in public school, thus preventing loss of ADA to the district.
- Increased communication between parents and teachers was engendered, producing many opportunities for parents to support the schooling process.
- The program provided classroom structure that was beneficial for very active younsters.

These teachers cited as a project-related concern the lack of professional classroom assistance. Although both made regular use of mother-volunteers, neither teacher was able to rely on regular assistance from a paid aide or overlap teacher. Both spent countless after-school and weekend hours in planning and preparation of instructional materials.

2. Comparison Class Teachers - The two comparison class teachers acknowledged that some additional time could be advantageous for kindergarteners, but stated that the 270-minute program seemed in their estimation to be too long for young children. Both of these teachers had the real advantage of sharing their responsibility with an overlap teacher. This sharing permitted a distinct classroom organizational pattern, in which small groups of children worked with adult supervision much of the time. Groups of children moved from one teacher - supervised learning activity to another, with about 20-30 minutes allotted for each rotation. This organizational pattern, which is considered very desirable by kindergarten teachers and theorists, is precluded in the district's full-day program by the absence of an overlap teacher. The loss of this possibility is viewed as a serious disadvantage by comparison class teachers.

Program Costs

Were additional costs associated with the extended-day program?

Operation of the extended-day kindergarten programs did not involve any costs beyond those associated with the operation of the basic 180-minute programs.

CONCLUSIONS AND IMPLICATIONS

The foregoing discussion has provided clear evidence of the success of the extended-day kindergarten program in terms of student achievement, development of desirable psychosocial attributes, parent interest and support, and the endorsement of two enthusiastic and devoted project teachers. From this discussion arise some important questions that will need to be explored by the district's administration as future decisions are made relative to continuation and/or expansion of the extended-day kindergarten program in other schools. The following fundamental issues are raised by the study:

1. Assuming that the number of full-day kindergarten classes will initially be limited, what criteria should be used in selecting children for the program? It is possible that extended-day kindergarten is appropriate for some children and not for others. If this is the case, which children are most likely to benefit from the extended-day program? The two project teachers hold different views on this subject. To some extent the answers may depend on the characteristics of the kindergarten population served by a school.

2. What are the legal implications of offering the extended program (which is viewed by most parents as highly desirable), to some children but not to others? A position might be taken that to do so would deny some children equal access to education. The issue of student selection criteria is fundamental to the legal issue.

3. Will schools have space available to expand the extended kindergarten program? Each new all-day kindergarten requires an additional classroom with adequate space for indoor play activities. While morning and afternoon classes can often share one large room, each full-day class requires its own space.

4. Is the amount of stress placed on full-day kindergarten teachers excessive or unreasonable? Serious consideration should be given to providing aides (in addition to mother-volunteers) for full-day kindergarten teachers. The problems associated with organizing a large group of five-year-olds to work independently during 60 minutes of a 90-minute reading period are clearly not trivial problems. The presence of an aide in these classes would appear to be beneficial.

5. What policies will guide the grouping of this year's project children as next year's first graders? Should the children in project class A, a group of high achievers, be kept together to continue their accelerated progress? If not the whole class, then should reading groups be kept intact when they move to first grade? Research demonstrates that early achievers do not maintain their early academic gains beyond second grade unless instruction is continued at their advanced level (Stallings, 1974).

These issues are critical to any decisions that the district makes about continuing or expanding the full-day kindergarten program, and will require careful consideration.

REFERENCES

Denham, C. and Lieberman, A. Time to Learn. Washington D.C.: National Institute of Education, 1980.

Stallings, J. and Kaskowitz, D. Follow-Through Classroom Observation Evaluation. Menlo Park, California: Stanford Research Institute, 1974.

APPENDIX

Classroom Observation Guide 28

Parent Questionnaire 31

CLASSROOM OBSERVATION GUIDE

DIRECTIONS

Complete the identification information. Randomly select six students as the sample for observation. Record the first time and class activity in the appropriate spaces.

Start observations with the first student. Observe the behavior for 10 seconds, recording the appropriate behavior descriptor in the first cell in the upper left-hand corner of the matrix. Move down to the second student, repeating the coding process.

Continue to observe and record the behaviors of the six students until the first column of cells has been completed. Return to the top of the matrix and begin the sequence of observation and behavior coding in the second column. Each column will take one minute to complete. At five minute intervals record the time and the classroom activity in the appropriate spaces.

If the observation period is longer than 50 minutes, additional observation sheets will be required.

DEFINITIONS OF BEHAVIOR

1. STRUCTURING (S)

   The teacher is getting the attention of students or is refocusing attention on work, or giving directions in preparation for a student activity. Structuring is usually related to the opening comments of a lesson or activity.

2. TRANSITION (T)

   Transition takes place between or before activities. No instruction is occurring.

3. INSTRUCTION (I)

   The teacher is informing one or more students about a subject.

   or

   The teacher is giving information or directions on work in progress or completed.

   or

   Discussion is taking place about lesson material or assignments.

4. OFF TASK (OT)

The student is not involved in any activity related to instruction or transition or structuring.

SUMMARIZING THE DATA

Count and record the frequency of each behavior. Total the frequencies and cross-check with the number of completed cells to verify.

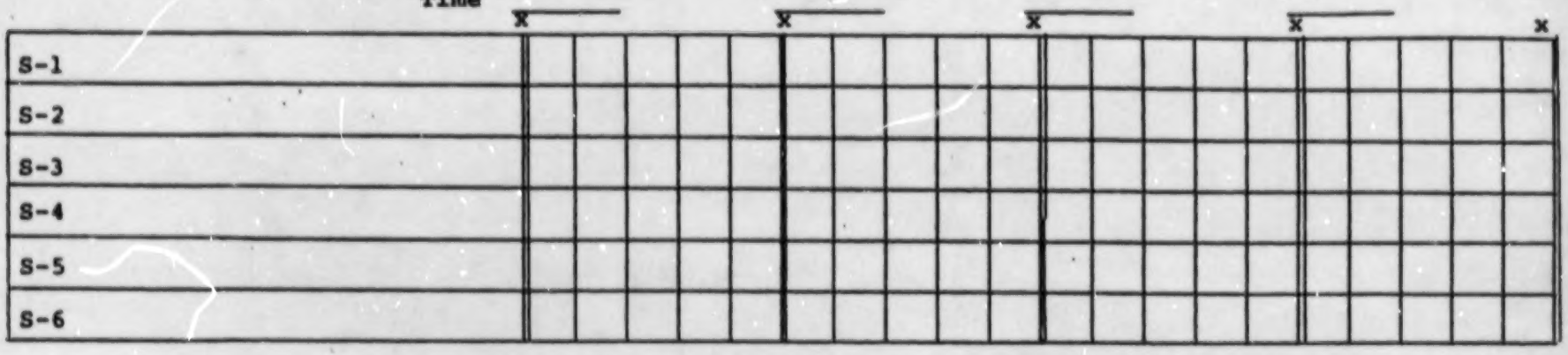
CALCULATING ENGAGED BEHAVIOR

Divide total "I" by total "OT" to calculate the percent of engaged behavior. Total the observed minutes. Calculate the number of engaged minutes by multiplying the engagement factor (%) by the total number of minutes observed.

KINDERGARTEN CLASSROOM OBSERVATION GUIDE

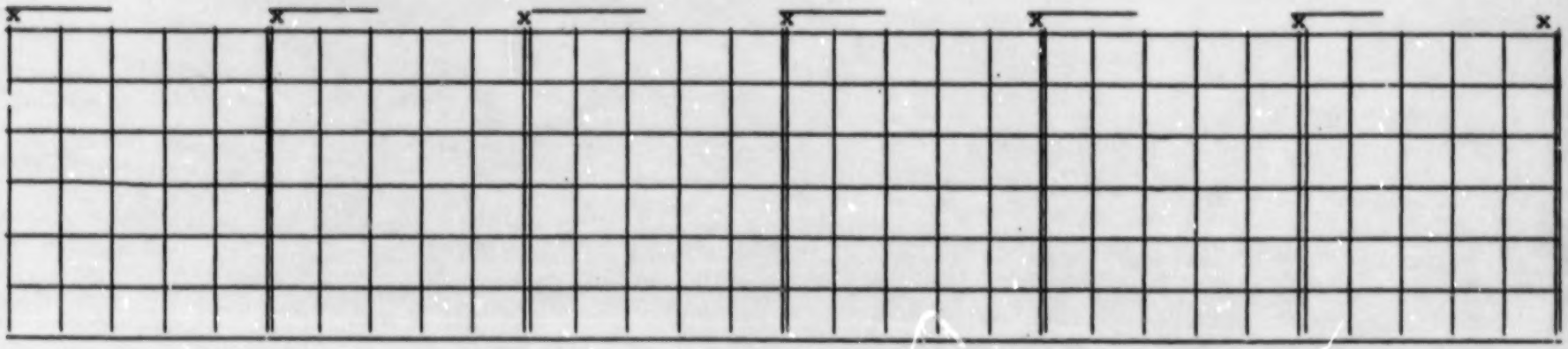
School _____ Teacher _____ Date _____ Observer _____

Time



Activity _____ _____ _____ _____

30



_____ _____ _____ _____ _____ _____

S = Structuring T = Transition OT = Off task I = Instruction (engaged) I/OT

_____ + _____ + _____ + _____ = _____ total _____ %

_____ minutes

HUNTINGTON BEACH CITY SCHOOL DISTRICT

Dear Kindergarten Parents, School_____

We are interested in your opinions about your child's kindergarten experiences. Please help us by answering the following questions, and return the completed questionnaire to school within two days. Thank you for your assistance.

1. During the last year, how would you describe the change in your child's self-confidence?

____My child is much more self-confident.
____My child is a little more self-confident.
____My child's self-confidence has not changed.
____My child is less self-confident.

2. In the last year how has your child's ability to work and play with other children changed?

____My child has grown a great deal.
____My child has grown a little
____My child has not changed much.
____My child has regressed.

3. How much do you believe your child has learned in kindergarten?

____My child has learned a great deal.
____My child has learned a moderate amount.
____My child has learned little.

4. What changes have occurred in your child's ability to be independent?

____My child is much more independent.
____My child is slightly more independent.
____My child is about the same.
____My child is less independent.

5. Have you noticed excessive fatigue in your child as a result of attending kindergarten?

___Yes ____No

6. What learning experiences do you think are the most important for children in kindergarten? Please rank the items from 1 to 4, with 1 being your first choice.

____Learning about words and numbers.
____Learning how to get along with others.
____Learning how to control and express feelings in positive ways.
____Learning how to control the body in more coordinated ways.

7. Please describe your communication with your child's school.

____Excellent
____Good
____Fair
____Poor

8. How could your child's kindergarten experiences be improved?

_____

_____

_____

_____

9. What would you most want to remain unchanged about your child's kindergarten experience?

_____

_____

_____

_____

10. If you had a choice, which would you prefer for your child?

____Full-day kindergarten in a private school.
____Half-day kindergarten in a private school.
____Full-day kindergarten in your neighborhood school.
____Half-day kindergarten in your neighborhood school.

11. Please state the reasons for your preference.

_____

_____

_____

_____

12. *Please answer the following question only if your child is enrolled in the full-day kindergarten program at Kettler or Moffett.

If the present full-day kindergarten program were not available, would your child be enrolled in a full-day private program?

____Yes ____No

_____
Signature (optional)

884083